

Determinants Of Job Satisfaction Nursing Lecturers In Health Polytechnic, Ministry Of Health, Aceh, Indonesia

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Abstract:

Background: Job satisfaction has been an important topic for many years because job satisfaction is believed to contribute to performance and work commitment. Likewise with lecturer job satisfaction, lecturer dissatisfaction with their work can affect the quality of the teaching given to students, impacting the quality of graduates produced. This study aimed to determine the determinants of job satisfaction for nursing lecturers at the Health Polytechnic of the Ministry of Health, Aceh, Indonesia.

Materials and Methods: Type of quantitative research with a cross-sectional study design. The total sampling method determined the research sample size for all 115 nursing lecturers. The sample was taken using a non-probability sampling technique, purposive sampling, that meets the criteria. The data collection tool used a respondent characteristic questionnaire, a work motivation questionnaire developed based on the Herzberg model, and a Minnesota satisfaction questionnaire (MSQ), which had been tested for validity and reliability. Data analysis uses descriptive statistical tests, inferential statistics; chi-square test, and Multiple Logistic Regression.

Results: The results showed that there was a relationship between age ($p=0.010$), employment status ($p=0.001$), lecturer certification ($p=0.031$), years of service ($p=0.001$), achievement ($p=0.000$), recognition ($p=0.000$), responsibility ($p=0.000$), advancement ($p=0.012$), and the possibility of growth ($p=0.000$), and there is no relationship between gender ($p=0.075$), level of education ($p=1.000$), status marriage ($p=0.185$), and the work itself ($p=0.236$) with lecturer nursing job satisfaction. The responsibility factor is most related to the job satisfaction of lecturers nursing at the Health Polytechnic of the Ministry of Health, Aceh, Indonesia, with $p=0.000$ and odds ratio (OR) = 27.611 (95% CI: 4.814-158.360)

Key Words: nursing lecturer, characteristics, motivation, job satisfaction.

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I. Introduction

Job satisfaction is an important issue related to the work of employees. The dissatisfaction experienced by employees results in a feeling of disappointment which will have an impact on not being optimal at work [4]. An employee's Performance appraisal can be done by looking at his ability to carry out the task. This is an important point in assessing the quality of work. A job produces good results if the support from the organization is carried out correctly. Satisfaction is obtained if someone has done an excellent job, and satisfaction is present if there are rewards, support, and appreciation [5]. An organization is more effective if it has a better level of job satisfaction, which will create positive behavior [6]. The positive behavior of organizational members is strongly influenced by job satisfaction. This becomes a positive support for the organization, which can improve its ability so that its members remain comfortable and happy to work in it [7].

Likewise, in the organization of higher education institutions, one of the important components in it is the lecturer. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating Science and Technology through Education, Research, and Community Service [1]. A lecturer has a broad role in the quality of education. Lecturers must not only give lectures but also provide professional consultations, conduct academic research, and publish their findings to benefit society. Lecturers must also increase new knowledge, technologies, and techniques to give their students the best. As humans, lecturers also experience problems regarding satisfaction and dissatisfaction with their dedication at work. If the lecturer is unsatisfied, he may not be committed to giving his best in his duties. In addition, there is a possibility that the performance may not reach the target. This, of course, will have another harmful effect on the University [2]. Therefore, there is a strong need to understand the factors that contribute to job satisfaction in lecturers so that

management steps can be taken to create a conducive atmosphere and work environment that meets their expectations [3].

According to the results of a study on lecturer job satisfaction, using the personal characteristics of lecturers as influencing factors, namely; age, gender, marital status, education level, years of service, employment status, competency (certification), participation in professional development programs, and motivational beliefs of lecturers [46]. Job dissatisfaction also occurs in lecturers and academics, which causes disappointment with the institution, apart from the academics' attachment to their profession, and also due to wanting to move to another institution when better professional conditions are offered, resulting in a loss of skilled personnel [8]. Lecturer dissatisfaction with his work can cause lecturers to work in emotional work conditions that affect the quality of the teaching given to students, impacting the quality of graduates in terms of knowledge, attitudes, and practices [9].

Research proves that the effect of job satisfaction on lecturer performance is moderate ($\alpha=5\%$, $r=0.451$). Job satisfaction obtained by lecturers affects lecturer performance by 20.3%, so there is still a 79.7% contribution of other factors that are not examined [10]. Further research also explains that satisfaction and incentives significantly correlate with lecturer performance [11]. Further research that is in line, namely compensation as a factor of job satisfaction, has a relationship with teacher performance [11]. Further research that is in line, namely compensation as a factor of job satisfaction, has a relationship with teacher performance [12]. Likewise, the results of other studies show that the performance of lecturers is still far from satisfactory. On average, only 18.8% to 19.12% of lecturers carry out community service activities in one period of the current academic year due to lecturers' dissatisfaction with their work, which impacts the implementation of less-than-optimal duties [13]. So it is necessary to monitor and evaluate lecturers regularly and synergistically to improve their performance as academics who carry out Tri Darma in tertiary institutions to realize knowledge from theory to practice and make a real contribution within the framework of advancing national life [13].

Other research shows that age has a weak correlation with job satisfaction, while gender has no effect. Studies of teacher turnover in the United States show that young teachers leave school more than their older counterparts, and female teachers are more likely to leave their jobs than male teachers [18]. However, other researchers obtained different results stating that lecturer characteristics such as age, gender, salary, work experience, and marital status did not affect lecturers' job satisfaction [17][19]. While the length of work or work experience affects job satisfaction, those who work longer are more satisfied than those who have just worked, and the level of education taken longer and higher also affects job satisfaction [17].

In addition to the characteristics of lecturers, work motivation is an important factor associated with job satisfaction. Herzberg explained the factors that act as motivators (intrinsic), namely achievement, recognition, the work itself, responsibility, progress, and growth. Furthermore, factors that cause dissatisfaction include company policies, supervision, relationships with colleagues or superiors, remuneration, salary, and security. Herzberg stated that managers must pay attention to increasing the motivation of their staff so that the quality of their work can improve [47]. Motivation is an essential factor in performance and job satisfaction. In the context of work motivation, lecturers are determined to do the tasks assigned to them as well as possible [14]. Motivation affects job satisfaction and lecturer performance. With high motivation, teaching and lecturer performance towards the faculty will be even better [15]. Other research also shows that motivation affects lecturer job satisfaction [16].

The Health Polytechnic of the Ministry of Health, Aceh, Indonesia, is one of the formal health education institutions in Aceh Province and provides vocational education for health workers, including nursing education. As one of the largest health tertiary education organizations which are resource-intensive, financial, and creative in the implementation of academic and non-academic activities, activities in the implementation process to achieve organizational goals must be a concern, including the job satisfaction of its lecturers. In connection with the phenomenon described, researchers will research the determinants of job satisfaction of nursing lecturers at the Health Polytechnic of the Ministry of Health, Aceh, Indonesia.

II. Material and Methods

Study Design: a cross-sectional study.

Study Locations: This research was conducted in six locations for the Diploma III in Nursing at the Health Polytechnic of the Ministry of Health in Aceh, Indonesia, including; the Nursing Program in Banda Aceh City, the Nursing Program in Langsa City, the Nursing Program in Meulaboh City, the Nursing Program in South Aceh District, the Nursing Program in Southeast Aceh District, and the Nursing Program in North Aceh District.

Study Duration: November 2, 2022 to May 15, 2023.

Sample size: 115 Nursing Lecturers.

Calculation of sample size: Determination of sample size using the total sampling method, totaling 115 Nursing Lecturers. The number of samples for each study program is:

1. Nursing Program, Banda Aceh City: 25 lecturers
2. Nursing Program, Langsa City: 20 lecturers

3. Nursing Program, City of Meulaboh: 20 lecturers
4. Nursing Program, South Aceh District: 15 lecturers
5. Nursing Program, Southeast Aceh District: 15 lecturers
6. Nursing Program, North Aceh District: 20 lecturers

Subjects and selection method: How to take samples using nonprobability sampling technique; purposive sampling that meets the criteria.

Inclusion criteria:

1. Permanent Lecturer in the Nursing Program of the Health Polytechnic of the Ministry of Health in Aceh, Indonesia.
2. Lecturers with permanent PNS and non-PNS status.
3. Minimum working period of two years.
4. Lecturers willing to participate as research respondents with proof of signing the research informed consent.

Exclusion criteria:

1. Not a permanent lecturer in the Nursing Program of the Health Polytechnic of the Ministry of Health in Aceh, Indonesia.
2. Lecturers on leave, study assignments, sick, and outside service permits.
3. Less than two years of service.
4. Lecturers unwilling to be research respondents with evidence of not being ready to sign the research informed consent.

Procedure methodology:

This research was carried out after passing the ethical due diligence test from the Ethics Commission of the Faculty of Nursing, Syiah Kuala University in Banda Aceh, with the research document code number 112005310123 dated February 17, 2023, and received written permission from the Director of the Health Polytechnic of the Ministry of Health, Aceh, Indonesia. The research data collection tool consists of three questionnaires, namely, a respondent characteristics questionnaire, a work motivation questionnaire developed from the Herzberg model consisting of achievement, recognition, the work itself, responsibility, advancement, the possibility of growth in the form of a Likert scale, and the Minnesota satisfaction questionnaire (MSQ). This questionnaire has been tested for validity using the Pearson Product Moment Test and reliability testing using Cronbach's Alpha, showing that all questions are valid and reliable [20]. Research data collection was carried out from April 26 to May 15, 2023, directly by distributing questionnaires to respondents in six different locations in stages. The researcher explained the research title, objectives, benefits, data confidentiality, and data collection techniques to the respondents. Next, the researcher asked about the respondent's willingness to participate voluntarily or not in the study by signing an informed consent form without writing their name. Furthermore, the respondents filled out the questionnaire, lasting approximately 60 minutes. After filling out all the questionnaires, the researcher rechecked the completeness and correctness of the filling, and then the researcher terminated meet with the respondent.

Statistical analysis:

Data analysis used descriptive statistical tests to determine the description of the independent variables, including the characteristics of the respondents, namely; age, gender, education level, marital status, employment status, lecturer certification, length of service, and work motivation, namely; achievement, recognition, the work itself, responsibility, advancement, and the possibility of growth, as well as a description of the dependent variable, namely nursing lecturer job satisfaction. The inferential statistical test uses the Chi-Square Test to determine whether there is a relationship between the independent variables and the dependent variable, provided that the null hypothesis (H_0) is accepted if the p -value $> \alpha$ (0.05). The Multiple Logistic Regression Test was used to determine the factors most related to the job satisfaction of nursing lecturers based on the requirements for deciding candidates and the stages of multivariate analysis modeling.

III. Result

The results of research on the determinants of job satisfaction of nursing lecturers at the Health Polytechnic of the Ministry of Health, Aceh, Indonesia, are presented based on the results of descriptive and inferential statistical tests as follows:

Table-1. Frequency Distribution of Characteristics of Nursing Lecturers (n=115)

Lecturer Characteristics	f	%
Age:		
26 – 35 Years	14	12,2
36 – 45 Years	37	32,3
46 – 60 Years	64	55,7
Gender:		
Male	50	43,5
Female	65	56,5
Level of education:		
Masters	107	93,0
Specialist-1 in Nursing	3	2,6
Doctor	5	4,3
Marital status:		
Not married yet	6	5,2
Marry	109	94,8
Employment status:		
Civil Servant	100	87,0
Non Civil Servants	15	13,0
Lecturer Certification:		
Certified	59	51,3
Not Certified	56	48,7
Years of service:		
≤ 5 Years	17	14,8
> 5 Years	98	85,2

Table-2. Frequency Distribution of Work Motivation and Job Satisfaction of Nursing Lecturers (n=115)

Lecturer Work Motivation	f	%
Achievement:		
High	66	57,4
Low	49	42,6
Recognition:		
High	65	56,5
Low	50	43,5
The work itself:		
High	65	56,5
Low	50	43,5
Responsibility:		
High	54	47,0
Low	61	53,0
Advancement:		
High	64	55,7
Low	51	44,3
The possibility of growth:		
High	67	58,3
Low	48	41,7
Lecturer Job Satisfaction		
Job satisfaction:		
Satisfied	59	51,3
Not satisfied	56	48,7

Table 1 shows that of the 115 nursing lecturers as respondents, 64 respondents (55.7%) were aged between 46-60 years, 65 respondents (56.5%) were female, 107 respondents (93.0%) had a Masters's level of education, 109 respondents (94.8%) were married, 100 respondents (87.0%) were civil servants, 59 respondents (51.3%) were certified lecturers, and 98 respondents (85.2%) had the experience of more than five years at the Health Polytechnic of the Ministry of Health, Aceh, Indonesia. Table 2 shows that 66 respondents (57.4%) had high achievements, 65 respondents (56.5%) had high recognition, 65 respondents (56.5%) had high motivation with the work itself, 61 respondents (53.0%) have low responsibility, 64 respondents (55.7%) have high progress, 67 respondents (58.3%) have high individual potential development. At the same time, job satisfaction showed that 59 respondents (51.3%) were satisfied with their work at the Health Polytechnic of the Ministry of Health, Aceh, Indonesia.

Table-3. Determinants of Job Satisfaction for Nursing Lecturers (n=115)

Determinant	Lecturer Job Satisfaction						p-value
	Satisfied		Not satisfied		Total		
	f	%	f	%	f	%	
Age:							
26 – 35 Years	3	21,4	11	78,6	14	100	0,010*
36 – 45 Years	16	43,2	21	56,8	37	100	
46 – 60 Years	40	62,5	24	37,5	64	100	
Gender:							
Male	27	54,0	23	46,0	50	100	0,750
Female	32	49,2	33	50,8	65	100	
Level of education:							
Masters	4	50,0	4	50,0	8	100	1,000
Specialist-1 in Nursing and Doctor	55	51,4	52	48,6	107	100	
Marital status:							
Not married yet	58	55,9	51	53,1	109	100	0,185
Marry	1	16,7	5	83,3	6	100	
Employment status:							
Civil Servant	58	58,0	42	42,0	10	100	0,001*
Non Civil Servants	1	6,7	14	93,3	15	100	
Lecturer Certification:							
Certified	35	62,5	21	37,5	56	100	0,031*
Not Certified	24	40,7	35	59,3	59	100	
Years of service:							
≤ 5 Years	2	11,8	15	88,2	17	100	0,001*
> 5 Years	57	41,5	41	41,8	98	100	
Achievement:							
High	48	72,7	18	27,3	66	100	0,000*
Low	11	22,4	38	77,6	49	100	
Recognition:							
High	45	69,2	20	30,8	65	100	0,000*
Low	14	28,0	36	72,0	50	100	
The work itself:							
High	37	56,9	28	43,1	65	100	0,236
Low	22	44,0	28	56,0	50	100	
Responsibility:							
High	39	72,2	15	27,8	54	100	0,000*
Low	20	32,8	41	67,2	61	100	
Advancement:							
High	40	62,5	24	37,5	64	100	0,012*
Low	19	37,3	32	62,7	51	100	
The possibility of growth:							
High	46	68,7	21	31,3	67	100	0,000*
Low	13	27,1	35	72,9	48	100	

* $\alpha \leq 0,05$

Table 3 shows that there is a relationship between age, employment status, lecturer certification, length of service, achievement, recognition, responsibility, progress, and development of individual potential (all p-values ≤ 0.05), and there is no relationship between gender, level of education, status marriage and work itself (all p-values > 0.05) with job satisfaction of nursing lecturer at the Health Polytechnic of the Ministry of Health, Aceh, Indonesia.

Table-4. Factors Most Related to Job Satisfaction of Nursing Lecturers (n=115)

Determinant	B	Wald	P value	Exp (B)	CI 95%
Employment status	3,299	4,829	0,028	27,088	1,429-513,609
Lecturer Certification	1,609	4,973	0,026	4,999	1,215-20,568
Achievement	1,794	6,788	0,009	6,015	1,560-23,197
Recognition	2,917	10,747	0,001	18,481	3,231-105,701
The work itself	2,223	8,256	0,004	9,237	2,027-42,089
Responsibility	3,318	13,864	0,000	27,611	4,814-158,360
Advancement	1,947	7,637	0,006	7,009	1,762-27,890
The possibility of growth	1,658	5,939	0,015	5,249	1,383-19,917

Table 4 shows that the factor most related to the job satisfaction of nursing lecturers is the responsibility factor with p-value = 0.000 and odds ratio (OR) = 27.611 (95% CI: 4.814-158.360). These results explain that

nursing lecturers with high responsibility are 27,611 times more likely to be satisfied at work compared to nursing lecturers with low responsibility at the Health Polytechnic of the Ministry of Health, Aceh, Indonesia.

IV. Discussion

The results showed a relationship between individual characteristics according to age and job satisfaction of nursing lecturers at the Health Polytechnic of the Ministry of Health, Aceh, Indonesia. This result is in line with research which explains that age has a significant relationship with lecturer job satisfaction [21]. This is also supported by other studies which get the same results, namely, age has a significant relationship with lecturer job satisfaction [22] [23]. This study's average age of nursing lecturers was 55.7% in the late adult age group (46-60 years). Late adulthood is a more mature age in making decisions and acting. This age period is at the stage of career consolidation. Age is related to maturity and a person's ability to behave and work. When entering adulthood, especially at 40-60, individuals usually have achieved mature mastery of knowledge and skills [24].

The relationship between gender and job satisfaction of nursing lecturers shows different results; namely, there is no relationship between gender and job satisfaction. The results of other studies support this research that there is no significant relationship between gender and lecturer satisfaction [25]. This result contradicts the research results, which state that there is a significant relationship between the gender of lecturers and their job satisfaction [21]. Lecturer work satisfaction is not determined by gender. Every nursing lecturer, both male and female, must perform well in the teaching and learning process. Optimal lecturer job satisfaction will impact the quality of his work and the quality of his students.

The study's results also found no relationship between the educational level and job satisfaction of nursing lecturers. These results are supported by other studies showing no significant relationship between individual characteristics (academic level) and lecturer job satisfaction [26]. Other studies have found the same result: no relationship between educational level and job satisfaction [27]. The results of this study are not in line with research which states that a person's academic level is related to job satisfaction. Individuals with a high level of education will have high job satisfaction [28]. All lecturers must have higher education to provide quality knowledge for their students. All lecturers improve their performance or the quality of their teaching and learning process well to give the best for their students so that their satisfaction is not based on their education because all lecturers must have a higher education.

Likewise, marital status has no relationship with the level of job satisfaction of nursing lecturers. The results of this study align with the results of other studies, which explain that the job satisfaction of nursing lecturers is not significantly affected by marital status [29][30]. However, this study's results differ from research that states that marital status is significantly related to job satisfaction. Individuals who are married and have problems in the family will have lower satisfaction with their work [31]. There is no difference in enthusiasm and intentions between married and unmarried people. Career development can run smoothly and successfully if lecturers manage their time correctly. Nursing lecturers must be able to place their respective positions in terms of household conditions with their work as lecturers so that interaction with students or their students can be carried out professionally and produce quality graduates later.

While employment status has a relationship with the job satisfaction of nursing lecturers, the results of this study are supported by other studies that state employment status is related to job satisfaction [32]. Nursing Lecturer at the Health Polytechnic of the Ministry of Health, Aceh, Indonesia, most of whose employment status is Civil Servants (87.0%). The better the lecturer's employment status, the higher the lecturer's satisfaction level because the employment status impacts the lecturer's income. However, other studies obtained different results: employment status is unrelated to satisfaction [33]. Nursing lecturers with Civil Servant status are more comfortable and have better career development opportunities, so this can increase their job satisfaction.

Likewise, with lecturer certification, there is a relationship between lecturer certification and nursing lecturer job satisfaction. The results of this study are in line with other studies that lecturer certification has a significant effect on lecturer job satisfaction [34] [35]. Lecturers who have been certified as professional lecturers will become more responsible with their work so that their efforts will be more significant in improving performance; with certified lecturers, they will also further increase their professionalism in work because one of the objectives of giving educational certificates to lecturers is to assess the professionalism of lecturers to determine eligibility lecturer in carrying out the task. Certified lecturers also receive additional income from the state as a lecturer certification allowance of one month's basic salary [1].

The research results on the tenure of lecturers are also related to the job satisfaction of nursing lecturers. This result is in line with other research that the assignment of lecturers is related to job satisfaction [25][36]. Different results were obtained from other studies that there was no significant relationship between term and job satisfaction [37]. The working period determines a person's ability to work; the longer the active period, the better his skills because he has adapted to his work over a long period. 85.2% of Nursing Lecturers at Health Polytechnic at the Ministry of Health, Aceh, Indonesia, have worked for more than five years, meaning that they have gained enough experience to provide meaning and meaningful knowledge for them as nursing lecturers. A lecturer is a

professional educator who already has good experience. Work period offers a different experience each time, so the longer a person works, the more experience one gets and the better one's knowledge and productivity at work.

The research on work motivation shows that work performance is related to the job satisfaction of nursing lecturers. This study's results align with other studies that work performance is related to lecturer job satisfaction [38][39]. Motivation is closely related to one's level of satisfaction. An Explanation of achievement is significant for someone as a reward or reward for one's performance. The results of this study prove that lecturers need to be appreciated and rewarded for achievements made by lecturers. This will increase performance optimally, which will have an impact on job satisfaction.

Recognition also shows that there is a relationship with the job satisfaction of nursing lecturers. This result is in line with the results of other studies that motivation in terms of recognition is significantly related to job satisfaction [38]. Recognition for nursing lecturers plays an important role in increasing job satisfaction. The form of acknowledgment from the educational institution for the results or productivity that the lecturer has achieved directly motivates is hope that the lecturer can work optimally and will increase his job satisfaction.

Likewise, the work itself has a relationship with the job satisfaction of nursing lecturers. The results of this study are in line with other studies that work done professionally will increase job satisfaction and will have an impact on performance [40]. Motivation can come from the type of work itself, and this is because planned work can ultimately provide a stimulus and challenge, and opportunities for advancement. Likewise, the work carried out by a nursing lecturer who likes and finds work exciting and full of challenges makes it a passion for completing the work or tasks assigned to him. Likewise, in carrying out the tri dharma of higher education, it is a challenge for lecturers to carry it out and complete it as optimally as possible.

The study's results also show a relationship between responsibility and job satisfaction of nursing lecturers. Other studies also support this research that professional responsibility or commitment influences nursing lecturer job satisfaction [29]. Responsibility as part of the lecturer's work motivation is an important thing that needs to be implemented to achieve lecturer job satisfaction. The results of different studies state that responsibility or commitment and reason are not significantly related to educator job satisfaction [41]. Based on the research results from the multivariate test, responsibility is the factor most related to job satisfaction of the nursing lecturer at the Health Polytechnic of the Ministry of Health, Aceh, Indonesia, with $p=0.000$ and odds ratio (OR) = 27.611. Nursing lecturers with high responsibility for their work will get a high level of job satisfaction, and vice versa; lecturers with low responsibility for their work will get a low level of job satisfaction. The form of responsibility referred to here is the state of responsibility for work assigned to nursing lecturers, including implementing the tri dharma of higher education, which includes education and teaching, research, and community service. The increased responsibility of nursing lecturers directly guarantees that nursing lecturers can be motivated to complete the assigned tasks. The results of this study are also in line with other studies that show a relationship between motivational factors such as responsibility and job satisfaction. This explains that nursing lecturers who dedicate themselves to work and contribute significantly to achieving the goals of their educational institutions will achieve higher levels of satisfaction[44]. Nursing lecturers' responsibility as educators substantially impacts the quality of their students, which will later determine the quality of nurses as graduates. Nurses who graduate with good quality will affect the quality of nursing care provided to the community. Therefore, nursing lecturers play an important role in improving the quality of nursing care [45].

Likewise, advancement has a relationship with the job satisfaction of nursing lecturers. Advancement is the size of the possibility that nursing lecturers can advance in their work. Like lecturers who previously did not have the ability or skills after being allowed with continuing education and training to carry out their work assignments, they feel happy to be equipped with new skills that were not owned before and are in accordance with their work. The results are the same studies that explain that lecturer advancement has a relationship with lecturer job satisfaction [42]. One of the advancements of lecturers is the promotion of additional and functional positions. One of the non-material needs of lecturers is the desire to progress and develop in their work. Advancement for different parts, or placement of places by work progress, will be beneficial for educational institutions and positively influence promoted lecturers and other lecturers so that they can work even better; this can increase job satisfaction and performance of the lecturers.

Finally, the possibility of growth also has a relationship with the job satisfaction of nursing lecturers. Career development for lecturers is important to note so that lecturers can improve the quality of teaching and education for their students. The development of individual potential is positively and significantly related to lecturer job satisfaction; the development of lecturer potential is significant in improving the quality of work and performance of lecturers so that lecturers can provide quality teaching for students [43]. The results showed that nursing lecturers who felt their individual potential development were in the high category obtained a high level of satisfaction. Lecturer possible development can be carried out by holding continuing education and training for lecturers to improve their abilities and skills. The potential effect of nursing lecturers impacts the quality of quality teaching, research, and community service as an integral part of implementing the tri dharma of higher education.

V. Conclusion

The results showed a relationship between age, employment status, lecturer certification, length of service, achievement, recognition, responsibility, advancement, and the possibility of growth with work satisfaction among nursing lecturers. There was no relationship between gender, education level, marital status, and work itself with work satisfaction lecturers nursing. The responsibility factor is the factor most related to the job satisfaction of a lecturer in Nursing at the Health Polytechnic of the Ministry of Health, Aceh, Indonesia.

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